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ABSTRACT

The product of research aimed at identifying (1) concepts in content areas--such as mathematics, science, social studies, and language arts/English that are important but difficult for mainstreamed students to understand, (2) suitable grade levels at which to introduce these concepts, and (3) highly motivating literature that clarifies the concepts, this booklet provides selected literature as a resource for teaching content subjects more effectively to mildly handicapped students. Following an introduction, title lists are cross referenced by topic and content area. The major portion of the booklet contains title annotations arranged in grade appropriate groups from primary through secondary school levels. The annotations also include topic and content area labels. (HTH)

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LIT PICKS: Literary Selections for Mainstreamed Students in Content Area Subjects

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School of Education
Virginia Commonwealth University
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INTRODUCTION

Overview: This booklet provides selected literature as a resource for teaching content subjects more effectively to mildly handicapped students in regular classrooms. Often literature can be used to make difficult concepts more concrete for such students or to provide material that is presented, organized, or developed in an alternate style that offers an additional avenue for understanding. Also, appropriate related literature can stimulate and motivate learning by approaching content information in an interesting and engaging way.

Development of the Booklet: A major problem that mainstreamed students face in classrooms is the reading of required content materials. Because such students often find it very difficult to grasp important concepts, they are unable to comprehend the content textbook and often fail major assignments in a content area.

Special education teachers, recognizing this problem, work intensively with students to aid them in reading for understanding. When these students are mainstreamed, however, major drawbacks become apparent. The aid is given on a one-to-one basis and may have limited carryover. Furthermore, content teachers may not feel able to provide such aid in the regular classroom.

Therefore, the goal for this grant was to produce a resource which would help students and teachers in content classrooms through a literature approach. The specific objectives of the grant were:

1. To identify representative concepts in content areas such as mathematics, science, social studies, and language arts/ English that practicing teachers have designated as being important, but difficult for mainstreamed students to grasp.
2. To identify the grade level(s) at which these concepts are introduced and select representative concepts for further investigation.
3. To identify literature exemplifying the selected concepts which is suitable for the level and individual learning patterns of mainstreamed students.

The resulting product is this booklet, which identifies topics, levels, and literature. The literature resources, which are representative rather than exhaustive, were selected to meet the needs expressed by a sample of 112 practicing teachers in the Richmond metropolitan area and pre-service teachers and faculty at Virginia Commonwealth University. A questionnaire was used to identify concepts they found difficult to teach to mildly handicapped students. After being presented with several sample concepts, respondents were asked to name each concept and then to identify the content area and the approximate grade level at which the concept would be introduced. When responses were tabulated, two problems were evident. First, respondents had understood the term "concept" in many different ways; some identified specific skills, whereas some provided very abstract labels. It was agreed that a better term for responses received would be "topics". Second, the phrase "difficult to teach" in the questionnaire introduction may have been confusing to respondents.

When a topic was mentioned by different respondents several times, it was targeted as one for which literary resources might be located. Thirty-six topics within 4 content areas (mathematics, science, social studies, and language arts/English) were targeted. These topics were verified as difficult to teach by content area specialists and special education experts. The level at which the topic is taught was verified by content specialists and by referring to textbooks. Then, literature was selected which might utilize, explain, or elaborate the 36 difficult subject matter topics.

Organization of the Booklet: The booklet is organized in three ways. Annotations are given for each literary resource in the main portion. These annotations are organized by level: primary (K-3); intermediate/middle (4-8); secondary (9-12). The levels are further subdivided for even greater specificity. Within levels the resources are alphabetized by author for easy reference. The topic and content area are identified preceding the annotation. Each entry includes a capsule summary of the resource and a suggested use, which in some instances is more specific than in others.

Two cross reference lists are provided for teacher access. One list identifies each topic in alphabetical order, and the resource author as well as the level. The second list identifies each content area included and the resources in alphabetical order, with topic noted.

Closing Comments: We realize that this book is a beginning. There are many more literary selections which could be included had we the resources to do so. We hope that this taste of what's available and some suggested

uses, however, will inspire teachers to integrate literature into content area teaching at all levels, and especially into enhancing the learning of mildly handicapped students who so often are our most reluctant readers. Of course, as teachers use the selections, they will create many new ways to use them. Teachers may find that a resource we suggest for younger students may also be effective for older students.

Although other annotated bibliographies of literature are available, this product is unique because its focus is literature applicable to mainstreamed students in content areas. We recommend the following general annotated lists for further reference:

National Council of Teachers of English Publications, such as: The ALAN Review, a journal on young adult literature (write to Dr. Mary Sucker, Dundalk Senior High, 1901 Delvale Avenue, Baltimore, Maryland 21222).

Adventuring With Books, a booklist for pre K-8

Books For You, a booklist for senior high students

Your Reading, a booklist for junior high students

(write to: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.)

Mathematics in Childrens' Books - An Annotated Bibliography for Preschool Through Grade 3 by Sharon Young. Write to Creative Publications, 3977 Bayshore Road, P.O. Box 10328, Palo Alto, California 94303).

Notable Childrens' Trade Books in the Field of Social Studies, available yearly from The Childrens' Book Council, 67 Irving Place, New York, N.Y. 10003.

Outstanding Science Trade Books for Children, also available from the Childrens' Book Council.

We have enjoyed developing this resource booklet and hope you will enjoy using it.

CROSS REFERENCE LIST # 1

Topics

CAUSE AND EFFECT
see Leroy, English/Language Arts, MIDDLE/INTERMEDIATE

CELLS
see Pfeiffer, Science, SECONDARY
see Pines, Science, SECONDARY

COMPREHENSION
see Clayton, English/Language Arts, SECONDARY

CULTURAL BIAS
see Cohen, Social Studies, Younger MIDDLE/SECONDARY
see Dunbar, Social Studies, SECONDARY
see Kagimiroff, Social Studies, SECONDARY
see Mead, Social Studies, Younger MIDDLE/SECONDARY
see Neville, Social Studies, MIDDLE/INTERMEDIATE
see Taylor, Social Studies, MIDDLE/INTERMEDIATE

CULTURE
see Pitt, Social Studies, PRIMARY
see Spier, Social Studies, PRIMARY and Younger MIDDLE/INTERMEDIATE

DECIMALS
see Asimov, Math, MIDDLE/INTERMEDIATE
see Bendick, Math, MIDDLE/SECONDARY

DEMOCRACY
see Kownslan, Social Studies, MIDDLE/INTERMEDIATE and SECONDARY
see Morris, Social Studies, Younger MIDDLE/INTERMEDIATE
see Stone, Social Studies, MIDDLE/INTERMEDIATE
see Taylor, Social Studies, MIDDLE/INTERMEDIATE and SECONDARY

DICTIONARY SKILLS
see Kraske, English/Language Arts, MIDDLE/INTERMEDIATE

DIVISION
see Whitney, MATH, Younger MIDDLE/INTERMEDIATE

ECONOMIC SYSTEMS
see Armstrong, Social Studies, MIDDLE/INTERMEDIATE
see Crout, Social Studies, MIDDLE/INTERMEDIATE
see Forman, Social Studies, SECONDARY
see Taylor, social Studies, MIDDLE/INTERMEDIATE

ETHICS
see Black, Social Studies, PRIMARY and MIDDLE/SECONDARY
see Hinton, English/Language Arts, MIDDLE/INTERMEDIATE and SECONDARY
see Kagimiroff, Social Studies, SECONDARY
see Neville, Social Studies, MIDDLE/INTERMEDIATE
see Spear, Social Studies, MIDDLE/INTERMEDIATE

FAMILY ORIGINS
see Clifton, Social Studies, PRIMARY and Younger MIDDLE/SECONDARY
see Kownslan, Social Studies, MIDDLE/INTERMEDIATE
see Meeks, Social Studies, PRIMARY

FRACTIONS
see Asimov, Math, MIDDLE/INTERMEDIATE
see Bendick, Math, MIDDLE/INTERMEDIATE

FREEDOM
see Leroy, English/Language Arts, MIDDLE/INTERMEDIATE

GEOGRAPHY
see Hine, Social Studies, PRIMARY and Younger MIDDLE/INTERMEDIATE
see Leaf, Social Studies, Younger MIDDLE/INTERMEDIATE

GOVERNMENT SYSTEMS
see Eichner, Social Studies, Younger MIDDLE/INTERMEDIATE
see Goldreich, Social Studies, Younger MIDDLE/INTERMEDIATE
see Markun, Social Studies, Younger MIDDLE/INTERMEDIATE
see Rhue, Social Studies, SECONDARY
see Sasek, Social Studies, PRIMARY and Younger MIDDLE/INTERMEDIATE
see Taylor, Social Studies, MIDDLE/INTERMEDIATE

GRAMMAR
see Applegate, English/Language Arts, MIDDLE/INTERMEDIATE
see Leaf, English/Language Arts, PRIMARY

GRAPHIC
see Dunworth, Social Studies, Younger MIDDLE/INTERMEDIATE

GRAVITY
see Branley, Science, PRIMARY
see Schwartz, Science, PRIMARY

HISTORY
see Cook, Gittell, and Mack, Social Studies, PRIMARY and MIDDLE/INTERMEDIATE
see Keller and Baker, Social Studies, Younger MIDDLE/INTERMEDIATE

HOMONYMS
see Longman, English/Language Arts, PRIMARY and MIDDLE/INTERMEDIATE
see White, English/Language Arts, PRIMARY

IDIOMS
see Cox, English/Language Arts, PRIMARY and MIDDLE/INTERMEDIATE

INFINITY
see Juster, Math, MIDDLE/INTERMEDIATE and SECONDARY

IRONY
see O.Henry, English/Language Arts, MIDDLE/INTERMEDIATE and SECONDARY

LIBRARY SKILLS
see Bartlett, English/Language Arts, PRIMARY
see Hardenoff, English/Language Arts, MIDDLE/INTERMEDIATE
see Rockwell, English/Language Arts, PRIMARY

MAP READING
see Alexander, Social Studies, MIDDLE/INTERMEDIATE
see Holt, Social Studies, PRIMARY and MIDDLE/INTERMEDIATE
see Marsh, Social Studies, MIDDLE/INTERMEDIATE
see Rhodes, Social Studies, PRIMARY and Younger MIDDLE/INTERMEDIATE
see Rinkoff, Social Studies, Younger MIDDLE/INTERMEDIATE
see Tolkien, Social Studies, SECONDARY

MONEY
see Seuling, Math, PRIMARY and Younger MIDDLE/INTERMEDIATE

PHOTOSYNTHESIS
see Coward, Science, MIDDLE/INTERMEDIATE
see Hutchings, Science, MIDDLE/INTERMEDIATE

PREFIX/SUFFIX
see Kohn, English/Language Arts, MIDDLE/INTERMEDIATE

PROBLEM-SOLVING
see Burns, Younger MIDDLE/INTERMEDIATE
see Choose your own adventure series, English/Language Arts, MIDDLE/INTERMEDIATE
see DePaola, PRIMARY
see Knight, PRIMARY
see Lenski, Younger MIDDLE/INTERMEDIATE
see Marshall, PRIMARY
see Platt, PRIMARY

REVISION
see Hunt, English/Language Arts, MIDDLE/INTERMEDIATE
see Scholes, English/Language Arts, SECONDARY
see Weiss, English/Language Arts, SECONDARY

SEQUENCING
see Sobol, English/Language Arts, MIDDLE/INTERMEDIATE

STYLE
see Weiss, English/Language Arts, SECONDARY
see Wyndham, English/Language Arts, SECONDARY

SUBTRACTION
see Charosh, Math, PRIMARY

TIME
see Abusch, Math, PRIMARY
see Brown, Math, PRIMARY
see Gleick, Math, PRIMARY

WORD PROBLEMS
see Burns, Math, MIDDLE/INTERMEDIATE
see Chapman, Math, PRIMARY
see Gersting, Math, Younger MIDDLE/INTERMEDIATE
see Sobol, Math, MIDDLE/INTERMEDIATE

WRITING COMPLETE SENTENCES
see Applegate, English/Language Arts, MIDDLE/INTERMEDIATE

CROSS REFERENCE LIST # 2

Content Areas

ENGLISH/LANGUAGE ARTS

Applegate, see Grammar, writing complete sentences, MIDDLE/INTERMEDIATE

Bartlett, see Library skills, PRIMARY. Choose your own adventure series, see Problem-solving, MIDDLE/INTERMEDIATE

Clayton, see Comprehension, MIDDLE/INTERMEDIATE

Cox, see Idioms, PRIMARY, MIDDLE/INTERMEDIATE

Hardenoff, see Library skills, MIDDLE/INTERMEDIATE

Hinton, see Ethics/values, MIDDLE/INTERMEDIATE, SECONDARY

Hunt, see Revision, MIDDLE/INTERMEDIATE, SECONDARY

Kraske, see Dictionary skills, MIDDLE/INTERMEDIATE

Kohn, see Prefix-suffix, MIDDLE/INTERMEDIATE

Leaf, see Grammar, PRIMARY

Leroy, see Cause/effect, Freedom, MIDDLE/INTERMEDIATE

Longman, see Homonyms, see PRIMARY, MIDDLE/INTERMEDIATE

O.Henry, see Irony, MIDDLE/INTERMEDIATE, SECONDARY

Rockwell, see Library skills, PRIMARY

Scholes, see Revision, SECONDARY

Sobol, see Sequencing, MIDDLE/INTERMEDIATE

Weiss, see Revision, style, SECONDARY

Wyndham, see Style, SECONDARY

White, see Homonyms, PRIMARY

MATH

Abisch, see Time, PRIMARY

Asimov, see Decimal Systems, Fractions, MIDDLE/INTERMEDIATE

Bendick, see Decimal System, Fractions, MIDDLE/INTERMEDIATE

Brown, see Time, PRIMARY

Burns, see Word Problems, MIDDLE/INTERMEDIATE

Chapman, see Word Problems, PRIMARY-MIDDLE/INTERMEDIATE

Charosh, see Subtraction, PRIMARY

Gersting, see Word Problems, Younger MIDDLE/INTERMEDIATE

Gleick, see Time, PRIMARY

Juster, see Infinity, MIDDLE/INTERMEDIATE

Seuling, see Money, PRIMARY, Younger MIDDLE/INTERMEDIATE

Sobol, see Word Problems, MIDDLE/INTERMEDIATE

Whitney, see Division, Younger MIDDLE/INTERMEDIATE

PROBLEM SOLVING

Burns, see Younger MIDDLE/INTERMEDIATE

DePaola, see PRIMARY

Knight, see PRIMARY

Lenski, see MIDDLE/INTERMEDIATE

Marshall, see PRIMARY

Platt, see PRIMARY

SCIENCE

Branley, see Gravity, PRIMARY

Caufield, see Photosynthesis, MIDDLE/INTERMEDIATE

Hutchins, see Photosynthesis, MIDDLE/INTERMEDIATE

Pfeiffer, see Cells, SECONDARY

Pines, see Cells, SECONDARY

Schwartz, see Gravity, PRIMARY

SOCIAL STUDIES

Armstrong, see Economic Systems, MIDDLE/INTERMEDIATE

Cook, Gittell, and Mack, see History, Younger MIDDLE/INTERMEDIATE

Crout, see Economic Systems, MIDDLE/INTERMEDIATE

Eichner, see Government Systems, Younger MIDDLE/INTERMEDIATE

Forman, see Economic Systems, SECONDARY

Goldreich, see Government Systems, Younger MIDDLE/INTERMEDIATE

Keller and Baker, see History, Younger MIDDLE/INTERMEDIATE

Kownslan, see Democracy, MIDDLE/INTERMEDIATE and SECONDARY

Markun, see Government Systems, Younger MIDDLE/INTERMEDIATE

Morris, see Democracy, Younger MIDDLE/INTERMEDIATE

Rhue, see Government Systems, SECONDARY

Sasek, see Government Systems, Older PRIMARY, Younger MIDDLE/INTERMEDIATE

Stone, see Democracy, Government Systems, MIDDLE/INTERMEDIATE

Taylor, see Democracy, Government Systems, Economic Systems, Cultural Bias, MIDDLE/INTERMEDIATE and SECONDARY

Black, see Ethics, PRIMARY and MIDDLE/INTERMEDIATE

Clifton, see Family Origins, PRIMARY and Younger MIDDLE/INTERMEDIATE

Cohen, see Cultural Bias, MIDDLE/INTERMEDIATE

Kagimiroff, see Cultural Bias, SECONDARY

Mead, see Cultural Bias, MIDDLE/INTERMEDIATE

Meeks, see Family Origins, PRIMARY

Neville, see Cultural Bias, Ethics, Values, MIDDLE/INTERMEDIATE

Pitt, see Culture, PRIMARY

Radlauer and Shaw, see Culture, Younger MIDDLE/INTERMEDIATE

Spear, see Ethics and Values, MIDDLE/INTERMEDIATE

Spier, see Culture, PRIMARY and Younger MIDDLE/INTERMEDIATE

Alexander, see Map Reading, MIDDLE/INTERMEDIATE

Dunworth, see Graphic, Younger MIDDLE/INTERMEDIATE

Hine, see Geography, PRIMARY and Younger MIDDLE/INTERMEDIATE

Holt, see Map Reading, PRIMARY and Younger MIDDLE/INTERMEDIATE

Leaf, see Geography, Younger MIDDLE/INTERMEDIATE

Marsh, see Map Reading, MIDDLE/INTERMEDIATE

Rhodes, see Map Reading, PRIMARY and Younger MIDDLE/INTERMEDIATE

Rinkoff, see Map Reading, Younger MIDDLE/INTERMEDIATE

Tolkien, see Map Reading, SECONDARY

Math
Time

Abisch, Roz. (Illus. by Boche Kaplan). Do you know what time it is? Prentice-Hall, 1968.

A whole day is 24 hours long. It is made up of a day and a night. Hours are determined by clocks. Explanations of parts of the clock are provided. Pictures depict times of the day, i.e. breakfast time, bedtime... A good introductory book on time or use to reinforce basic concepts.

English/Language Arts
Library Skills

Bartlett, Susan. (Illus. by Gioia Fiammenghi). A book to begin on libraries. Holt, Rinehart & Winston, 1964.

A creative review of the beginning of libraries and what they do. In addition, explanations of library cards, due dates, and the card catalog are supplied. "...libraries are sharing the knowledge in their books... strange places become familiar, and strange people become friends." To be read to class as an introduction to libraries and their use.

Science
Gravity

Branley, Franklyn. (Illus. by Don Madden). Gravity is a mystery. "Let's Read and Find Out", Thomas Y. Crowell, 1970.

A colorful explanation of what gravity does. "The gravity of the earth holds things on the earth. It holds down rugs and tables, and you and me." For use as introduction to unit on gravity with early elementary grades.

Math
Time

Brown, Margaret. (Illus. by Clement Hurd). Goodnight moon. Harper & Row, 1947.

A wonderful way to introduce the concept of time by reading Goodnight Moon prior to rest time with 1st graders. Colorful pictures associate darkness with bedtime. "Goodnight noises everywhere"--is a beautiful ending to a beautiful book.

Math
Word Problems

Chapman, Steven. (Illus. by Sal Murdocca). How many? How much? Follet Wonderland Book, 1972.

"If I am riding my bike through the jungle and I see an army of flying fish eating all the giraffes, so I pull my sword out of my saddlebag... and then I stand on my handlebars and I chop 70 fishes in half, how many pieces of fish are there when I'm finished?" Just one example of several humorous word problems which will help the beginner mathematician. Problems involve addition, subtraction, and fractions in funny situations.

Math
Subtraction

Charosh, Mannis. (Illus. by Lois Ehlert). Mathematical games for one or two. Thomas Y. Crowell, A Young Math Book, 1972.

Entertaining games beginning with a very elementary version succeeded by more difficult games. Each game includes suggestions for further development of the game. "Take-Away" games involve basic subtraction fundamentals (p. 22-24). Supplement to math lesson for those needing motivation to learn.

Problem Solving

DePaola, Tomie. Pancakes for breakfast. Harcourt, Brace, Jovanovich, 1978.

A picture book that tells the story of making pancakes for breakfast even when there are no eggs, no milk, and the maple syrup jar is empty! Several problems arise when a woman wants a simple breakfast of pancakes. The problems are for the children to solve.

Math
Time

Gleick, Beth Youman. (Illus. by Harvey Weiss). Time is when. Rand McNally, 1960.

"Time is from before to now, from now to later." An introductory book describing what time is. Definitions of seconds, minutes, hours, days, weeks, months, seasons, and years. Generalized concepts of what time is are portrayed through colorful calendars and pictures. To be read to the class or given to students needing additional help.

Problem Solving

Knight, Hilary. Where's Wallace. Harper & Row, 1964.

Deciding to buy a splendid new suit, Wallace, the orangutan, leaves the zoo and the chase is on. Wallace provides an introduction to problem solving by carefully hiding in large, colorful pictures. Readers will enjoy finding Wallace, only to have him escape again.

English/Language Arts
Grammar

Leaf, Munro. (Illus. by Munro Leaf). Grammar can be fun. J.B. Lippincott, 1962.

Comical stick figures with wobbly necks shake their heads and say "uh-huh" and "un-un" and still no one knows what they want to say. Common language errors are identified through "gimme" man and his two bad sisters "gonna" and "wanna". Explanations of present and past tense are also included. To be read to class or use specific portions which are giving class problems.

Problem Solving

Marshall, James and Allard, James. Miss Nelson is missing!. Houghton Mifflin, 1977.

Naughty school children force Miss Nelson to take action. Readers must hypothesize concerning Miss Nelson's disappearance. Comical plot and imaginative drawings make this delightful book a must for preliminary problem solving.

Social Studies
Family Origins

Meeks, Esther and Bagwell, Elizabeth. Families live together. Follet Family Life Education Program, Follet, 1964.

Colorful pictures depict day-to-day experiences in family living. Brief explanations of family members and related pictures are provided. Both can serve as a basis for classroom discussions about families.

Social Studies
Culture

Pitt, Valerie. (Illus. by Sheila Granda). Let's find out about the city. Franklin Watts, 1968.

Picture book with brief explanations of facets of city life: cross-walks to sky scrapers; traffic lights to night life. Identification of subcultures within a city. Teachers could encourage a listing of facets of city life or illustrations of them and then discuss contrasts with rural life to list or draw.

Problem Solving

Platt, Kin. (Illus. by Robert Lopshire). Big Max. Harper & Row, 1965.

Beginning readers will enjoy aiding Big Max in his search for Jumbo, the missing elephant. Clues are given throughout the story. Big Max figures out the mystery step by comical step. "Look and think", says Big Max. "That is the secret."

English/Language Arts
Library Skills

Rockwell, Anne. I like the library. E.P. Dutton, 1977.

Rockwell lets children know that non-readers can enjoy the library too. An introduction to libraries to be used with 1st graders. Colorful pictures and ideas for puppet shows will get any 1st grader excited about going to the library.

Science
Gravity

Schwartz, Julius. (Illus. by William McCaffery). Uphill and downhill. McGraw-Hill, 1965.

Gravity is identified through such things as roller coasters and snowballs rolling down hills. Imaginative pictures and activities are provided. Excellent introduction to the concept of gravity.

English/Language Arts
Homonyms

White, Mary Sue. (Illus. by Stan Palczak). Word twins. E.M. Hale, 1964.

Pictures depict words that sound alike but are spelled differently - homonyms. Brief explanations of each word are included with a summary of what word twins are at end of book. Creative illustrations involve the reader in the explanation of homonyms.

PRIMARY AND YOUNGER MIDDLE/INTERMEDIATE

Social Studies
Ethics/Values

Black, Algernon. (Illus. by Rick Shreiter). Ethics. Franklin Watts, 1965.

"Ethics is a way of being a free person. It helps a person know what his choices are in life." Ethical questions are examined in an easy-to-understand format which provides a philosophical approach to "how people treat each other, and what it means to lead a good life." Abstract concepts could be discussed by the teacher followed by a brainstorming session for other ideas.

Social Studies
Family Origins

Clifton, Lucille. (Illus. by John Steptoe). All us come cross the water. Holt, Rinehart & Winston, 1973.

Ujamaa wants to learn about his heritage. He knows his people are from Africa, but Africa is a big place. After receiving unsatisfactory responses from this relatives, Ujamaa learns from his old friend, Tweezer, that Black Americans are a people who have their roots in all African countries. (Excellent illustrations. To be read in class.)

Social Studies
History

Cooke, A., Gittell, M., and Mack, H. What was it like when your grandparents were your age? Pantheon Books, 1976.

Historical account of life in the United States during the 1920's and 30's using more than one hundred photographs. Descriptions of schooling; work; toy-recreation; styles; economy; medicine; and comparisons of then and now. Excellent supplement to history lesson, and guaranteed to promote classroom discussion.

English/Language Arts
Idioms

Cox, James. (Illus. by Sam Q. Weissman). Put your foot in your mouth and other silly things. Random House, 1980.

Discusses phrases used in the English language - why certain expressions are used and how they originated. "If you 'stick your neck out' you're taking a foolish chance." This saying comes from catching chickens and putting them on chopping blocks to chop off the chicken's heads. Twenty-three sayings are cheerfully described - to be read by teacher or given to individuals.

Social Studies
Geography

Hine, Al. (Illus. by John Alcorn). Where in the world do you live? Harcourt, Brace & World, Inc., 1962.

Introduction to geography relating broad concepts to a child in his house, in his yard, in his town, which is in a state... Simple definitions of seas and oceans, streams and rivers, continents and states are provided in a colorful format.

English/Language Arts
Homonyms

Longman, Harold. (Illus. by Abner Graboff). Would you put your money in a sand bank? Rand McNally, 1968.

Homonyms are expressed through riddles, silly questions, questions with answers, nonsense conversations, and silly poems. Comical exploration of language which will aid teachers on rainy days. Students can share riddles or teacher can read to class.

Social Studies
Map Reading

Holt, Michael. (Illus. by Wendy Watson). Maps, tracks, and the bridges of Konigsberg. A Young Math Book Series, Thomas Y. Crowell, 1975

A book about networks which involves the reader in topology. Wendy Watson's birds present problems as well as solutions using simplified town maps, railroad tracks, and traceable networks.

Social Studies
Map Reading

Rhodes, Dorothy. How to read a city map. Elk Grove Press, 1967.

By comparing pictures of cities to maps of cities, students are able to grasp concepts of airports, rivers, intersections, etc. on maps. N, S, E, and W are identified, and a glossary of symbols is provided. Teachers can use the material to clarify concepts used in map reading.

Social Studies
Government Systems

Sasek, M. This is Washington, D.C. MacMillan, 1973.

An overview of the District of Columbia including an explanation as to why Washington is not a state. Brief history, summary, and places to tour are included. Class discussion could include comparisons with the students' own state or local government.

Math
Money

Seuling, Barbara. You can't count a billion dollars and other little-known facts about money. Doubleday, 1979.

"An average rock star gets paid around four cents for every single record sold, and about twenty-five cents for each LP." Fascinating tidbits about money introduce students to the concept of money. Hundreds of facts to read aloud or discuss in small groups related to money and finances.

Social Studies
Culture

Spier, Peter. People. Doubleday. 1980.

Humorous approach to diversity of people. Spier's illustrations show how more than four billion people in the world can be unique. Different foods, celebrations, life styles, body structures, languages, etc., are presented in a colorful simplistic manner making this book enjoyable for all ages.

YOUNGER MIDDLE/INTERMEDIATE

Problem Solving

Burns, Marilyn. (Illus. by Martha Weston). The book of think (or how to solve a problem twice your size). Little, Brown, 1976.

Questions, activities, and comical stories identify problems and allow the reader to solve them. Teachers could give this book to small groups or individuals and let them do the solving, i.e. "Sometimes your mind is quicker than the eye."

Social Studies
Cultural Bias

Cohen, Robert. (Illus. by Ken Heyman). The color of man. Random House, 1968.

Explanations of skin color differences (biologically and mental attitudes). Black and white photographs depict differences in the human race. A discussion of brotherhood (pp. 32-39) followed by explanations of why children learn to be prejudiced will aid a teacher in discussions of cultural bias.

Social Studies
Graphic

Dunworth, John and Drysdale, Thomas. (Illus. by Bob Shein). Millions of people. Holt, Rinehart & Winston, 1965.

Explanations of graphs, pictographs, and density maps in colorful pictures and basic descriptions. Picture-reading and symbol-reading provide meaning for what we call graphs.

Social Studies
Government Systems

Eichner, James. (Illus. by Dan Nevins). The first book of local government. Franklin Watts, 1976.

An introduction to the organization of local government, definitions and duties of specific departments in a local government are also given. Informative, concisely written text describing politics at the state level... "local government means local self-government."

Math
Word Problems

Gersting, Judith. (Illus. by Don Madden). Yes-no; stop-go. Thomas Y. Crowell, 1977.

"The king who lived in the castle wanted to build some drawbridges across the moat to protect the castle." The king's engineers have a difficult job - using columns and math tables they explore the problem. Differences between "And" situations and "Or" situations are clarified. Mathematical logic is made easy as the reader/listener follow the king and his engineers as they make decisions about the moats.

Social Studies
Government Systems

Goldreich, Gloria and Esther. What can she be? A legislator. Lothrop "What Can She Be?" Series, Lothrop, Lee & Shepard, 1978.

"Laws are rules made by a country, a state, or a city for all the people who live there. The United States Congress makes the laws for the whole nation..." Following a day in the life of a New York Legislator, Carol Bellamy, the reader learns about legislative sessions, committee hearings, and the day-to-day activities of a member of the New York State Senate.

Social Studies
History

Keller, Charles and Baker, Richard. (Illus. by Tomie de Paola). The star spangled banana. Prentice-Hall, 1974.

A humorous approach to American history using riddles. "What kind of music did the Pilgrims dance to -- Plymouth Rock?" Many informative funnies for the teacher to share with the class.

Social Studies
Geography

Leaf, Munro. (Illus. by Munro Leaf). Geography can be fun. J.B. Lippincott, 1962.

George lives on the continent of North America. When George was four, he asks his father what North and South are. As George grows older, his questions become more sophisticated regarding geography. Answers are supplied to George's questions in easy-to-grasp language with important concepts highlighted.

Problem Solving

Lenski, Lois. Strawberry girl. J.B. Lippincott, 1945.

The story describes a feud between two Florida families and their efforts to solve the problem. The main characters, "Birdie" Boyer and "Shoestring" Slater, become friends while learning about class prejudice and problem solving by watching and helping their parents.

To emphasize the problem solving aspect of the story, the teacher could read enough of the story to develop a statement of the problem, record suggestions of how characters might solve them, and develop a flow chart of alternatives and consequences. After completing the story, the chart should be re-examined for accuracy of predictions.

The Newbery Award record version could be used as a condensed version of the story.

Social Studies
Government Systems

Markun, Patricia. (Illus. by Ted Schroeder). Politics. Franklin Watts, 1976.

An introduction to politics, including definitions of political terms and the role people play in getting what they want through politics. "Politics is all around you. It may determine what school you go to, how clean that school is, and whether it has a library." Examples of how politics might work are given, enabling problem solvers to put politics to work through class discussions.

Social Studies
Cultural Bias

Mead, Margaret. (Illus. by W.T. Mars and Jan Fairservis). People and places. World Publishing, 1959.

Using a textbook approach, Mead offers insights into man's beginnings. Beginning with a general review of man and ending with a review of five cultural groups, Mead provides thought-provoking ideas for children to discuss. Environmental factors are discussed and the book ends with a summary of "the new problems that we know we must solve, even though we do not yet know how to solve them." Provides good content and photographs for teacher-initiated discussion.

Social Studies
Democracy

Morris, Richard. (Illus. by Leonard Fisher). The first book of the constitution. Franklin Watts, 1958.

Historical account of the making of the Constitution, simplified outline of the Constitution, and overview of the Supreme Court and the Federal Courts. Also included are explanations of The Bill of Rights, the President and the Cabinet.

Social Studies
Map Reading

Rinkoff, Barbara. (Illus. by Robert Galster). A map is a picture. "Let's Read and Find Out" Books, Thomas Y. Crowell, 1965.

Explanations of maps, keys, and scales in easy-to-understand language and large colorful maps. Activities provided; several possibilities for class discussions, individual work, and group work. Also included are examples of agricultural, topographical, constellation, and airway maps.

Math
Division

Whitney, David. (Illus. by Anne Marie Jauss). The easy book of division. Franklin Watts, 1970.

Division facts are supplied and explanations of each part of a division problem are to be solved after simple division problems have been mastered. Answers are supplied at the end of the book. To be used independently or with the teacher.

MIDDLE INTERMEDIATE

Social Studies
Map Reading

Alexander, Lloyd. The book of three. Holt, Rinehart & Winston, 1964.

Alexander, Lloyd. The black cauldron. Holt, Rinehart & Winston, 1965.

In both of these fantasy books for intermediate level readers, there is a map of the make-believe land with arrows marking the progress of the protaganist on his journey.

These books would provide fun reading in a social studies class and practice in basic map reading. Though make-believe, the maps contain legends and require the visual perception skills of map reading.

English/Language Arts
Writing complete sentences

Applegate, Mauree. (Illus. by Helen Borten). The first book of language and how to use it. Franklin Watts, 1962.

A supplementary book to be used by teacher which identifies complete sentences, run-ons, paragraphs, punctuation, and instructions on choosing the "right words" when writing (pp. 21-60).

English/Language Arts
Grammar

Applegate, Mauree. (Illus. by Helen Borten). The first book of language and how to use it. Franklin Watts, 1962.

A supplementary book to be used by teachers which identifies nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections. Easy-to-understand definitions and examples of parts of speech (pp. 1-21).

Social Studies
Economic Systems

Armstrong, Louise. (Illus. by Bill Basso). How to turn up into down into up. Harcourt, Brace, Jovanovich, 1978.

In this story about running a lemonade stand, economic terms are identified and utilized as Diane is forced to raise her prices in order to afford her favorite drink. Price hikes of lemonade lead to inflation, small business failures, and rising unemployment. Diane makes concessions and eventually her business is booming. Teachers may read this to the class, but beware - the concepts are difficult!

Math
Fractions

Asimov, Isaac. Quick and easy math. Houghton Mifflin, 1964.

Chapter 7 entitled, "Fractions" provides supplementary reading on fractions for an able reader. Subheadings include: Fractions and Decimals, Multiplication of Fractions, Fractions and Percentage, and Changing Fractions into Whole Numbers.

Math
Decimals

Asimov, Isaac. Quick and easy math. Houghton Mifflin, 1964.

One chapter is devoted entirely to the decimal system (Chapter 6) including multiplying, dividing, adding and subtracting decimals, dollars and cents, percentages and approximation. If the teacher directs students to important parts of the chapter, it provides good information about these difficult concepts.

Math
Decimals, Fractions

Bendick, Levin. Mathematics illustrated dictionary. McGraw-Hill, 1965.

This illustrated dictionary contains concise explanations, defintions, examples and pictures of most terms and concepts encountered in math through the secondary level. Good for supplemental explanation or reinforcement.

Math
Word Problems

Burns, Marilyn. (Illus. by Martha Weston). Math for smarty pants, or who says mathematicians have little [illegible] eyes? Little, Brown, 1982.

Text, illustrations, and suggested activities offer a common-sense approach to mathematical fundamentals for students who are slightly terrified of numbers. Basic word problems are presented in comical situations. (Answers supplied.)

Science
Photosynthesis

Caufield, Peggy. Leaves. Coward, McCann & Geoghegan, 1962.

This informational book contains a diagram of the photosynthesis process on page 27. An explanation accompanies the diagram on pages 26-29. This would be a good supplement to a science textbook for a student who needed some extra exposure to the concept.

English/Language Arts
Problem solving

Choose your own adventure series. Bantam Books, 1982.

There are 15 adventure or mystery stories in this series, in which the reader is the main character and chooses actions offered throughout the book. Thus, there are many possible plots and conclusions. An understanding of cause and effect could be built around any of these books if students read the same adventure twice, making different choices and discussed the cause and effect relationship between the character (reader's) decisions and the things that happen.

Social Studies
Economic Systems
(Capitalism and Communism)

Crout, George. The 7 lives of Johnny B. Free. T.S. Denison, 1961.

Although outdated, didactic, and somewhat propagandist in style, the book presents a very clear and simple picture of capitalist ideas through the generations of one immigrant family. Passages which provide especially clear explanations of concepts related to democracy or capitalism are found on the following pages:

Page 9 (last paragraph) - Freedom
Page 10 - Trade
Page 15 - Loans
Page 21 & 22 - Advertising
Page 31 - Free Enterprising
Page 23 - Stocks
Page 27-28 - Profit
Page 29-30 - Taxes
Page 41-42 - Capitalism

(As students are reading this book, the teacher might stop on these pages to point them out.)

English/Language Arts
Library Skills

Hardenoff, Jeanne. Libraries and how to use them. Franklin Watts, 1979.

In depth review of libraries, history of libraries, how to use the card catalog, borrowing books, reference books, and dictionary usage. This text covers every aspect of the library and will be helpful as an introduction to the library. Teacher may use portions of the book as a supplement to lessons.

English/Language Arts
Revision

Hunt, Irene. Up a road slowly. Grosset & Dunlop, 1966.

A fictionalized biography of Julie who aspires to be a writer. In Chapter 10, the young narrator tells how Uncle Haskell helped to improve her writing. Though he lies about his "published works" he has a true appreciation of Julie's talent. She learns how to revise her fiction to be credible, sincere, original and moving.

Students would appreciate this illustration of editorial revision, the difficulty of accepting criticism and specific examples of things to look for in revising, i.e. "...a hackneyed phrase, a contrived situation, a paragraph of strained dialogue." (p. 172).

Science
Photosynthesis

Hutchins, Ross. This is a LEAF. Dadd, Mead, 1962.

There is a simple and clear explanation of photosynthesis on pages 24-28. These pages could provide supplemental reading for a student or a teacher.

English/Language Arts
Prefix/Suffix

Kohn, Bernice. (Illus. by R.O. Blechman). What a funny thing to say! Dial Press, 1974.

How do words become words? What do they mean? Funny answers to difficult questions will help young learners with the English language. Pages 23 and 26 identify prefixes and suffixes in easy-to-understand language which will aid teachers in their English lessons.

English/Language Arts
Dictionary Skills

Kraske, Robert. The story of the dictionary. Harcourt, Brace, Jovanovich, 1975.

An historical account of dictionaries and an explanation of the modern dictionary. Thorough account, including interesting tidbits such as "nonce words" -- words used once or twice, perhaps written by one person, and then not used again, i.e. an English physician described the water of a health resort as being "aqueosalinocalcalinocetaceoaluminosocupreovitriolic". Portions to be read to class or for individual use.

English/Language Arts
Cause/Effect
Freedom

Leroy, Myron. Alan and Naomi. Harper & Row, 1977.

Alan's parents ask him to help Naomi by being her friend and spending time with her. He resists because he will miss stickball games and be accused of having a "girlfriend". His freedom would be restricted. But Alan discovers that something has disturbed Naomi so that she has withdrawn and he begins to understand her bizarre behavior. Discussion of mental illness, the effect of their friendship could be discussed. Paragraphs could be written about the story using cause/effect method of organization, and the meaning of freedom in America could be addressed.

Social Studies
Map Reading

Marsh, Susan. Maps and mapmaking. Random House, 1963.

This is an old book but it contains many sample maps and pointers on how to read different kinds of maps. This could be used as a teacher reference, with individuals, or with small groups to provide supplementary practice in map reading.

Social Studies
Cultural Bias
Ethics/Values

Neville, Emily. Berries Goodman. Harper & Row, 1965.

When Berries' family moves from a small New York City apartment to a house in the suburb, he learns about values and cultural bias. After reading this book students could be directed to certain passages to discuss what Berries discovers from his new "friends". For example, on pages 30-31 "cheap" is described:

"We have two cars," she said. "A Buick and a Chevy."
"How nice for you," said Hal. "Why didn't you do it right and get a Cadillac?"
"My Dad says they're cheap," said the girl.
"Cheap!" I yelped. "They cost about ten thousand dollars!"
"I don't mean that kind of cheap," she said. "I mean they're vulgar. The only people who drive them are ---."

Other discussion questions include:

1. What does Berries learn about his new friend Sandra on page 44?
2. Why does Sandra dare Sydney to jump in Chapter 10?
3. Why won't Mrs. Fine allow Sidney to play with Berries after the accident?

Berries Goodman (cont'd.)

4. Why is Mrs. Goodman upset when Berries say his friend Iggy's family wants to buy their house? What has she promised her company that she wouldn't do?
5. Why does it take Berries so long to figure out that Iggy is Jewish? p. 170
6. Why couldn't Berries' family buy a house in Olcott Acres?
7. What is funny about the fact that Sydney and Sandra end up attending the same school - Carleton?
8. Is there any reason that you can see for making people live certain places or keeping them out of certain places because of their religion? Do you think it is right?

English/Language Arts
Sequencing

Sobol, Donald. Encyclopedia Brown. Scholastic Book Services, 1970.

In "The Case of the Scattered Cards" a sequence of events begins on page 9 that is the key to this mystery. The hero figures out that the events could not have occured in the sequence described by the guilty party.

Again, on page 40, to solve the mystery, students must consider the sequence of events since it is illogical according to the victim's version.

Math
Word Problems

Sobol, Donald. Encyclopedia Brown strikes again. Scholastic Book Services, 1966, pp. 21-26.

"The case of the Forgetful Sheriff." The key to this mystery is the solution of a word problem: "How many bullets were fired according to Sheriff Wiggins' story?" Students can be guided to figure out the answer, 7. If the sheriff said he used a "pearl-handled six-gun" to fire shots after being shot twice by the same gun, the discrepancy between 6 and 7 reveals the solution.

English/Language Arts
Sequencing

Sobol, Donald. Encyclopedia Brown strikes again. Scholastic Book Services, 1966, pp. 27-32.

After reading the story, the teacher could ask students what would happen to a chocolate bar in a knapsack after 1 hour in 93° heat. The logical, sequential result is that it would melt. Therefore, the hitch-hiker was lying because his chocolate was still hard.

Social Studies
Ethics/Values

Spear, Elizabeth George. The witch of blackbird pond. Dell, 1977.

Young, free-spirited girl's attempts to adjust to life in a stern Puritan town, much material about conflicting values is provided. Class discussion could focus on:

Reading: "The proper use of reading is to improve our sinful nature and to fill our minds with God's holy word." p. 25

How do Kit's feelings about reading and books differ from these?
How does she demonstrate her feelings for books with Prudence?
Do you think she should be punished for teaching Prudence to read?

Work:
How do Kit's feelings about work differ from the Puritans?

In what other ways do Kit's values differ from those of the townspeople?
Do you think the Puritans valued freedom? Whose?

Social Studies
Democracy
Government Systems

Stone, Peter. 1776. Bantam, 1972.

As historical fiction, this play recreates the struggle of the First Continental Congress to come to a consensus. Discussion of various issues and the pros and cons, as well as the compromises reached on each could be developed into a chart. In addition, the revision process is illustrated using the removal of offending words and passages to the spelling of words.

Social Studies
Cultural Bias

Taylor, Theodore. The cay. Avon, 1969.

On page 37, Phillip describes his initial feelings about being stranded in a lifeboat with old black Timothy. "...Although I hadn't thought so before, I was now beginning to believe that my mother was right. She didn't like them. She'd say, "They are not the same as you, Phillip. They are different and they live differently. That's the way it must be."

However, as students read this book, they learn how good and capable a man Timothy was. The two live on the island together and become very close in spite of their racial differences. The story can be used to illustrate how cultural bias can disappear when people are separated from societal prejudices.

MIDDLE/INTERMEDIATE AND SECONDARY

English/Language Arts
Ethics/Values
Cultural Bias

Hinton, S.E. The outsiders. Viking, 1967.

Throughout this moving story, Ponyboy tries to sort out his own values in the midst of the constant conflict between his gang, "the greasers" and the upper class "socs". In the end he can understand that many of their values are different, but some of them are very much the same. Suggested passages for discussion:

(p. 46) - "It's not just money. Part of it is but not all. You greasers have a different set of values. ...Nothing is real for us." Ponyboy: "That's why we're separated. It's not money, it's feeling--you don't feel anything and we feel too violently."

Question - What does Ponyboy value? How is this like what Cherry values? How are their values different? How does Ponyboys' cultural bias toward the "socs" change by the end of the book?

Math
Infinity

Juster, Norton. The phantom tollbooth. Random House, 1961.

A fantasy which includes an explanation of infinity on pages 189-193. Students could try out and/or illustrate the mathemagician's trick of adding to large numbers or show the stairway or line to infinity which is described as follows: "...There, tied to the sill, was one end of a line that stretched along the ground and into the distance until completely out of sight."

"Just follow that line forever," said the mathemagician.

English/Language Arts
Irony

O. Henry. Short Stories of O. Henry. See "The Gift of the Magi." Parents Magazine Press, 1964.

This story has a surprise "ironic" ending. After defining irony, a teacher can use the story to illustrate the concept. If students need some help with the vocabulary of the story, a pre-reading vocabulary lesson or an oral reading of the story could be used. See also "The Cap and the Anthem" by O. Henry.

Social Studies
Democracy
(Cultural mix in U.S.)
Family Origins

Kownslan, Ed. Teaching American history: The quest for relevancy. National Council for the Social Studies, 1974, p.31.

The excerpt from an essay by Crevecour, beginning on page 131, provides a beautiful illustration of how a cultural potpourri produced the America we live in today.

The teacher could illustrate the family tree describe on an overhead transparency or the board. Students could discuss their own nationalities or cultural family backgrounds in relationship to the illustration.

Social Studies
Democracy, Government
Systems, Economic
Systems (Capitalism)
Cultural Bias

Taylor, Mildred. Roll of thunder, hear my cry. Dial Press, 1978.

Cassie Logan comes of age in her close knit, intelligent and land-owning black family. Among the realities she learns about are the importance of owning land rather than being a tenant farmer, the difficulties of carrying out a successful boycott and the supply and demand theory as it applies to growing cotton.

As students read this novel, teachers can discuss these economic processes. The following are specific references: property ownership, taxes, mortgages, pp. 4, 67-72, 153, and 174-176; credit, pp. 75, 176; boycott, pp. 74, 158; supply/demand, p. 154.

In addition, a sub-story involves T.J. Avery's experience with the law. A sequel, Let the circle be broken, furthers T.J.'s experience. Students can read and critique the democratic justice system based on trial by peers, i.e. When is it a good system? When is it a bad system? Do you think T.J. received "justice"?

SECONDARY

English/Language Arts
Comprehension

Clayton, John Bell. Point of departure. The White Circle, in R. Bold (Ed.) Dell, 1967-1975.

After reading the story about the White Circle silently, students could discuss Tucker's attempt to murder Anvil. Was he justified? Did he feel his action was right? Was his action ethical? After class discussion, students could be instructed to write a paragraph (or an essay) proving one of 2 possible thesis:

Tucker's action was ethical.
Tucker's action was not ethical.

Social Studies
Cultural Bias

Dunbar, Paul. We wear the masks. Collier Books, 1968.

With mature high school students, a discussion of the mask as a symbol in this poem might help to illustrate cultural bias. After discussing the definition and bias, questions can be discussed: Is the mask all we can see of such as a person from another culture? Could we see behind the mask to the true person? Do we choose to? Why or why not?

When "they" want us to see the mask instead of their true selves, what cultural bias are they exhibiting? Why do "they" choose to "grin and lie"?

Social Studies
Economic Systems
(Capitalism)

Forman, James D. Capitalism. Viewpoints, 1973.

This informational book for the mature student explains the beginning of capitalism, American capitalism and many aspects of the economic system. Although the entire book would be dry and difficult for most secondary level students, it could serve as good supplementary reading if specific chapters were assigned, such as "Capitalism Defined", p. 3-6.

Social Studies
Cultural Bias
Ethics and Values

Kazimiroff, Theodore L. The last Algonquin. Walker, 1982.

This is a story based on a real Indian named Joe Two Trees. It is the story of his life as told to the author's father when he was 10 years old. Through the narrator, Joe Two Trees tells of the death of his people, his encounter with the white world and his final retreat to a still-wild corner of New York City to live out his life. The difference between the white and the Indian cultures is illustrated as is the cruelty with which the whites squelched so much of the Indian culture.

This is educational and enjoyable non-fiction and would assist in understanding the ethics of American History or cultural bias.

Science
Cells

Pfeiffer, John. The cell. Time, 1964.

An information source for mature readers, this book contains detailed information on genetics, reproduction, and DNA. Useful illustrations and diagrams would include a cartoon on p. 54 illustrating reproduction by mitosis. This book would be a useful source for teachers to use in introducing and explaining difficult concepts in cellular biology.

Science
Cells

Pines, Maya. Inside the cell. Enslaw Publishers, 1980.

This is a good general information book about cells. With good diagrams, illustrations and glossary. A teacher could use it as a teaching reference or refer students who had difficulty with cellular biology to particular sections of the book.

Social Studies
Government Systems
(Nazism)

Rhue, Morton. The wave. Dell, 1981.

This fascinating novel is based on a true incident in California. A high school history teacher taught his students about the power of Nazism by making them live it. The story both illustrates the Nazi theme of "strength through discipline" and provides questions such as "[how could] such a small minority of people rule the majority?" (p. 19)

The book would have to be read in its entirety. Then the teacher could lead a discussion of why The wave became so powerful and how the teacher assumed the role of Hitler.

English/Language Arts
Revision

Scholes, Robert. Joyce - The Dubliners: Text, criticism notes. Viking Press, 1967, pp. 234-235.

This text includes a copy of Joyce's revisions on a page from The Dubliners.

Students could be given copies of The Dubliners and photocopies of the page of revisions. Attention should be directed to the fact that the final, published text is the result of several revisions on Joyce's original ideas.

English/Language Arts
Map Reading

Tolkein, J.R.R. The hobbit. Ballentine Books, 1966.
The fellowship of the ring and The two towers and Return of the king. Ballentine Books, 1965.

Each of these fantasy novels is prefaced by a detailed map of the fantasy land as well as including other area maps. While reading these stories as a class, students could refer to the maps, legends and symbols often in order to better visualize the action and movement of the characters. Searching for particular places, determining distances, and similar activities, would be excellent map reading practice in a novel context.

English/Language Arts
Style, Revision

Weiss, M. Jerry. From writers to students. International Reading Association, 1979.

Several interviews with current and popular authors of young adult books, includes suggestions on how aspiring young writers can develop an effective style. Particularly useful are comments by Richard Peck, on page 88. Barbara Wersba offers her definition of style and how not to develop it on page 90.

Passages could be read to students for their consideration and comment or the book could be referred interested and able student independent reading.

English/Language Arts
Style

Wyndham, Lee. Writing for children and teenagers. Writers Digest Books, 1968.

As part of a chapter on revision, pages 130 and 131 has clear and simple definition of style and a suggestion about how to develop it. Teachers could read parts of the chapter to students and select important points for discussion and practice.